



COMMISSION
ACTIVITIES
AND CONCERNS
OF THE PAST DECADE



CALIFORNIA
POSTSECONDARY
EDUCATION
COMMISSION

COMMISSION ACTIVITIES AND CONCERNS OF THE PAST DECADE



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Summary

In this report, the staff of the California Postsecondary Education Commission reviews seven major higher education issues with which California had to deal during the decade from 1983 to 1993 -- and summarizes the Commission's work on each of those issues

The seven issue areas involve (1) the missions of the State's systems of higher education, (2) financing the systems, (3) long-range planning, (4) educational equity and diversity, (4) preparation for access to college and success in college, (6) quality in postsecondary education, and (7) educational technology

The staff prepared this document for the Commission's use at its workshop on September 12, 1993, entitled "Transformation from an Era of Desirability to a Decade of Necessity" At the workshop, following discussion of the past decade, the Commission turned first to a consideration of the State's current straitened circumstances and how they differ from those of the 1980s and finally to consideration of the likely impact that these new circumstances will have on higher education and on the work of the Commission into the next century

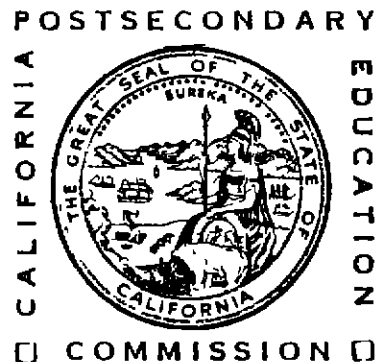
Warren Halsey Fox, the executive director of the Commission, summarized the theme of the workshop in these words "The Commission needs to strengthen its own capacity and assist the systems and State policy-makers to make decisions that reflect State needs -- rather than desires -- with a recognition that, at least in the short run, higher education may well be unable to be 'all things to all people'" This report summarizes how the Commission sought to serve that function for California during the more affluent era of the past decade

Additional copies of the report may be obtained from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938

COMMISSION ACTIVITIES AND CONCERNS OF THE PAST DECADE

*A Retrospective of Issues
Confronting California Higher Education
Between 1983 and 1993*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street ♦ Suite 500 ♦ Sacramento, California 95814-2938





COMMISSION REPORT 93-19
PUBLISHED SEPTEMBER 1993

Contributing Staff Dorothy M. Knoell

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Introduction to the Retrospective

IN 1993, the California Postsecondary Education Commission celebrates its second decade of service to the State and its residents. Authored by Assembly Member John Vasconcellos, Assembly Bill 770 (Chapter 1187, Statutes of 1973) established the Commission as a citizen board to function as

the statewide postsecondary education planning and coordinating agency and adviser to the Legislature and Governor to assure the effective utilization of public postsecondary resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs through planning and coordination.

In recognition of this anniversary, the Commission staff has prepared this retrospective view of the issues faced by California higher education during the Commission's second decade -- 1983 to the present. This document focuses on the seven central concerns that have held the attention of the postsecondary education community -- as providers of educational services to California's population -- for the last decade and the activities of the Commission with respect to those issues. Those seven issues are:

- 1 Mission of the Educational Systems
- 2 Financing of Postsecondary Education
- 3 Long-Range Planning for Postsecondary Education
- 4 Educational Equity and Diversity
- 5 Preparation for Access to College and Success in College
- 6 Quality of Postsecondary Education
- 7 Educational Technology

In this document, the staff discusses each of these issues separately, although their interrelationship is clearly evident in the discussion.

Roles of the Commission

While not intended as an exhaustive enumeration of all Commission activities, this retrospective focuses on the Commission's role as analyst and report writer -- a consequence of the ease of identifying a specific product associated with that activity. However, the Commission performs myriad roles as it undertakes to fulfill its statutory and coordinative responsibilities within the context of addressing the issues dominant in higher education in the State. Among those less tangible roles are the following:

- ♦ *Advocate for higher education* Through its activities -- particularly with the Governor, the Legislature, and the media -- the Commission speaks on behalf of postsecondary education as the key to the future and vitality of the State. Its most recent document, *A Dream Deferred: California's Waning Higher Education Opportunities*, is illustrative of the Commission functioning in this role.
- ♦ *Consensus builder* Often requested by others or on its own initiative, the Commission has functioned as a convener of representatives with disparate viewpoints for the purpose of arriving at a policy consensus. An example of the Commission's role in achieving consensus was its chairing of the task force that led to the current -- although inoperative -- student fee policy.
- ♦ *Legislative sponsor* Occasionally, the Commission actively sponsors legislation that results from its recommendations with respect to important educational issues. Over the last decade, the passage of Assembly Concurrent Resolution 83 -- on educational equity -- and Senate Bill 190 -- on private postsecondary education -- illustrate this active Commission role.
- ♦ *Informational clearinghouse* Integral to its statutory responsibilities, the Commission is the collector and repository of information on California higher education on behalf of the federal and State governments and the educational systems. *Student Profiles* and *Fiscal Profiles* -- two reports that the Commission publishes annually -- provide comprehensive information on a wide range of topics of interest to the educational systems and the public.
- ♦ *Collaborative partner* The Commission participates in statewide committees with varied purposes, from the Education Round Table -- consisting of the chief executive officers of the educational systems -- to advisory committees for special programs -- such as the Concurrence Committee of the California Subject Matter Projects and the California Academic Partnership Program.
- ♦ *Legislative consultant* The Commission participates actively in the deliberations of the Legislature through its consultative role with the policy and fiscal committees in the Senate and Assembly. Often requested to testify, the Commission articulates perspectives that arise from its analytical activities on issues being debated by the Legislature.

The Commission of the future

As the Commission begins its third decade, the context in which it functions is changing in dramatic ways, as is true for California in general. As a creation of a state that is itself undergoing multiple transformations, the Commission will need to make difficult decisions with respect to its priorities in terms of issues to be addressed and the roles that it plays in the future. This document -- while a view of its past activities -- provides a historical basis to assist in making future choices. It is, then, in the spirit of Janus -- the Greek god whose two faces looked toward the past as well as the future -- that the Commission offers this retrospective.

1

Missions of the Systems

THE 1960 Master Plan for Higher Education in California established the missions and distinguished the functions of the State's three public systems of higher education so clearly and firmly that subsequent reviews of the Master Plan by the Legislature and others have not led to any significant changes in them. Thus, over the past decade, the Commission has not undertaken a reassessment of broad issues related to mission and differentiation of function. Instead, it has encouraged greater collaboration and cooperation among all systems of higher education -- both public and independent -- and between them and the public schools, it has sought broader understanding of the interdependence of educational institutions at all levels, and it has examined particular functions of the systems -- some periodically and others on a one-time basis, often at the request of the Legislature in either budget language or statute, and from an intersegmental point of view. Five of these functions are (1) transfer and articulation, (2) remedial/developmental education, (3) adult and continuing education, (4) graduate and professional education, and (5) State-supported research.

Transfer and articulation

The appropriateness of and the need for the community college transfer function have not been seriously challenged during the more than three decades since the Master Plan of 1960. Thus the Commission's role has been primarily one of finding ways to increase its effectiveness. Twelve years ago, the Commission raised the issue of effectiveness in a widely discussed staff paper, *Missions and Functions of the California Community Colleges* (1981) and then a decade ago appointed a special Ad Hoc Committee on Community College Transfer to study the issue. The Commission adopted the findings and recommendations of that Ad Hoc Committee and published them in 1985 as *Reaffirming California's Commitment to Transfer*.

The two primary concerns of the Commission in this area have been (1) to increase the numbers of students who transfer successfully -- particularly community college students from racial/ethnic groups that have been historically under-represented in higher education, and (2) to assist the systems in establishing special programs and services to facilitate transfer and articulation. Three such programs that have been developed in the last decade with State support and Commission encouragement are



MISSIONS AND FUNCTIONS
OF THE CALIFORNIA
COMMUNITY COLLEGES

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

REAFFIRMING CALIFORNIA'S COMMITMENT TO TRANSFER

Recommendations for Aiding Student Transfer
from the California Community Colleges
to the California State University
and the University of California



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EDUCATION COMMISSION

transfer centers on campuses in each of the systems, Project ASSIST -- a user-friendly computerized system to inform transfer students about offerings and requirements, and PUENTE -- a community college program to assist and encourage Latino students to consider transferring. In addition, the Commission has produced two special reports at the request of the Legislature that have resulted in actions by the systems -- one report on *Common Course-Numbering Systems* and a second on *Articulating Career Education Programs from High School Through Community Colleges to the Baccalaureate Degree*.

As requested in Senate Bill 121 (Hart) of 1991, which contained comprehensive legislation on transfer, the Commission has appointed an intersegmental advisory committee on transfer that will work with staff in gathering information to comply with the reporting requirements that commence in 1994.

The statute also directed the systems to develop programs and adopt policies that would overcome some of the barriers to transfer and articulation -- for example, a lack of certainty about both being able to transfer and what courses and programs would be awarded transfer credit.

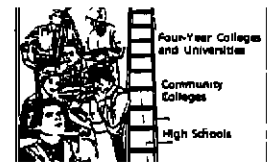
COMMON COURSE-NUMBERING SYSTEMS

A Report to the Legislature
in Response to Senate Bill 681
(1983)



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ARTICULATING CAREER EDUCATION PROGRAMS FROM HIGH SCHOOL THROUGH COMMUNITY COLLEGE TO THE BACCALAUREATE DEGREE



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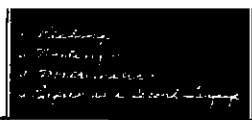
Remedial/ developmental education

Each of the systems of higher education offers remedial/developmental education courses and services to large numbers of incoming students who are underprepared to succeed in college-level work, at considerable expense to the State and with uncertain effectiveness in terms of the eventual success of these students. This function is firmly established as part of the community colleges' mission, together with basic education for adults, but questions persist about the appropriateness of this function to the universities' mission and its cost, compared with other, less costly alternatives. Some university campuses are now making arrangements on a voluntary basis with nearby community colleges to teach their remedial courses, at a time when the need for such programs remains strong.

The Commission published its first in-depth analysis of this area in 1983 as *Promises to Keep: Remedial Education in California's Public Colleges and Universities*. Annually between 1984 and 1986, the staff issued three progress reports to the Commission on how the systems were responding to the recommendations in the initial report, but since then its work in this area has been displaced by other priorities.

PROMISES TO KEEP

REMEDIAL EDUCATION IN CALIFORNIA'S
PUBLIC COLLEGES AND UNIVERSITIES



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Adult education

In terms of the State's responsibility to its citizens, the 1960 Master Plan for Higher Education was probably least effective in this area, beyond promising access to a

baccalaureate degree and determining how adult education should be delivered. The issue is primarily one that involves the community colleges and the public schools, since the universities' continuing education programs are, for the most part, self-supporting.

Problems with this function have increased in the last decade as a result of increased need and a limitation on State funds that are available for this function. Need has increased as California has become the residence of ever larger numbers of immigrants with few or no English-speaking skills. Federal funds are inadequate to support this critical part of the adult and continuing education function and, because of the State's revenue shortfalls, the Legislature has had to limit the scope of noncredit offerings, as well as funded enrollments.

In 1988, the Commission addressed issues involving the education of adults in its report to the Legislature, *Meeting California's Adult Education Needs*. The general thrust was to recommend the establishment of a group to be convened by the Department of Education and the Community College Chancellor's Office. Work has continued without direct Commission involvement in the broad issues of the financing and delivery of adult and continuing education. A critical issue is whether students should be charged for such instruction.

In 1992, in response to Assembly Concurrent Resolution 128 (1990), the Commission reported to the Governor and the Legislature on *Meeting the Educational Needs of the New Californians* -- the "New Californians" referring to the 1.6 million formerly undocumented immigrants who became legalized residents under the Immigration Reform and Control Act of 1986. This report followed an earlier staff-initiated document, *Out of the Shadows -- the IRCA/SLIAG Opportunity: A Needs Assessment of Educational Services for Eligible Legalized Aliens in California* (1989). Many of these new residents need and are motivated to seek further education in the community colleges beyond the basic program that the federal government funds, but a cap on enrollments in adult programs limits the ability of the colleges to respond to this increasing need. Since publication of its "New Californians" report, the Commission has pressed for adequate funding for programs in community colleges and adult schools for this group of new California citizens.

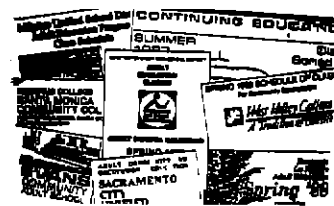


MEETING THE
EDUCATIONAL
NEEDS OF
THE NEW
CALIFORNIANS



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MEETING CALIFORNIA'S ADULT EDUCATION NEEDS



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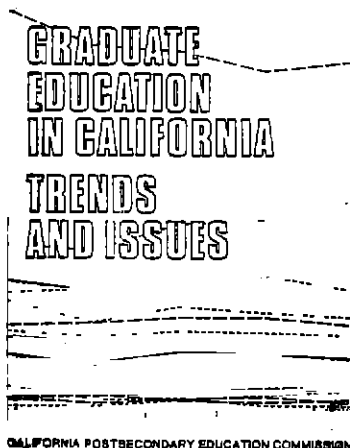
OUT OF THE SHADOWS The IRCA/SLIAG Opportunity



A REPORT TO THE CALIFORNIA
POSTSECONDARY EDUCATION COMMISSION
BY CALIFORNIA TOMORROW

**Graduate
and professional
education**

Commission attention at the graduate and professional school level has focused for the most part on education for particular professions -- for example, educational administration, engineering, health, and elementary and secondary school teaching -- with two exceptions. One was a broad look at *Graduate Education in California Trends and Issues* (1985), the second was a specific look at *California's Joint Doctoral Programs* (1992) that examined the programs offered by several campuses of the California State University in cooperation with campuses of the University of California and the Claremont Graduate School. The Commission staff also addressed issues in graduate and professional education as it carried out its responsibilities for new academic program review. It has also been concerned about issues related to graduate enrollment planning -- particularly by the University of California -- but has subsumed this effort under the broader topic of long-range planning for postsecondary education.

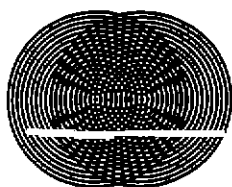


CALIFORNIA'S
JOINT DOCTORAL
PROGRAMS



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HEALTH SCIENCES EDUCATION
IN CALIFORNIA
1985-86

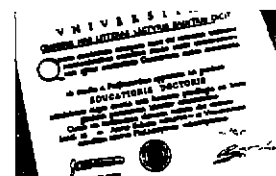


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Among the various professions, the largest Commission effort has been in the area of health sciences education. For example, the Commission issued four biennial reports on health sciences education in California -- reports to the Legislature that were to be responsive to projections of workforce needs made by the Office of Statewide Health Planning and Development. It issued the fourth and final report in this series, *Health Sciences Education in California, 1985-86*, in 1986, when it explained to the Legislature that the lack of a current health manpower plan and information on existing health care providers in California made it impossible to develop the kind of health sciences education plan that the Legislature had sought when, in 1976, it directed the Commission to engage in this effort.

In response to proposals for the creation of new doctoral programs in education at institutions beyond the 14 already offering them, in 1987 the Commission published *The Doctorate in Education. Issues of Supply and Demand in California*, in which it analyzed data on supply and demand and reported the results of its surveys of deans of those schools and students enrolled in their doctoral programs. Based on those data, it recommended that "at the present time, no new doctoral programs in educational administration be established in any institution not now offering the degree," but it noted

THE DOCTORATE IN EDUCATION
Issues of Supply and Demand
in California



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that additional doctoral programs were needed to prepare administrators for California's community colleges

State-supported research

State-supported research in California's public universities has not been an issue that has required continuing attention by the Commission, except for a report that the Legislature requested in 1985 -- *Issues Related to Funding of Research at the University of California*. The differentiation of function among the systems that the 1960 Master Plan established with regard to research has not been seriously challenged in the intervening years, at least in part because of the State's poor fiscal condition during much of that time. However, basic research as part of the workload of the faculty of the State University is an issue that may emerge in connection with that system's establishment of additional joint doctoral programs, or when the State's fiscal condition improves

ISSUES RELATED
TO FUNDING OF RESEARCH
AT THE UNIVERSITY OF CALIFORNIA



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Other work by the Commission

This past April, the Commission published an analysis that complements this present document *The Master Plan, Then and Now Policies of the 1960-1975 Master Plan in Light of 1993 Realities*. That report traces differences between the policy positions adopted in 1960 and current policies and practices of the systems in seven areas: (1) mission and function, (2) governance and structure, (3) access, (4) student selection and retention, (5) faculty supply and demand, (6) adult education, and (7) costs, fees, and financing.



THE MASTER PLAN,
THEN AND NOW
Policies of the 1960-1975
Master Plan for Higher Education
in Light of 1993 Realities



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The staff's recent commentary, *A Fresh Look at California Higher Education: A Discussion Paper Focusing on the Future*, which Executive Director Fox presented to the Commission this past June, opens up a wide range of issues related to both differentiation of function among the systems and the need for increased collaboration and cooperation -- issues among which the Commission will need to set priorities for work by its staff.

A FRESH LOOK
AT CALIFORNIA
HIGHER EDUCATION

A Discussion Paper Focusing on the Future

Prepared by the Commission Staff
for the Commission's Ad Hoc Committee
on the Financing and Future
of California Higher Education



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1987-1990 REPORT

Similarly, the Commission's consideration of long-term options and alternatives for change in California's colleges and universities may suggest issues related to mission and function that staff will need to address.

2

Financing Postsecondary Education

ISSUES relating to the financing of postsecondary education have been a major, continuing focus of Commission attention that has resulted in recommendations for both short- and long-term State policy. Aspects of the subject that the Commission has studied include (1) different approaches to financing higher education, (2) the financing of the community colleges, (3) student charges, and (4) student financial aid. Much of the work has been done at the request of the Legislature and the Governor. It overlaps, to some extent, with the long-range planning activities of the Commission, but the latter are more often concerned with new facilities -- campuses and off-campus centers -- to accommodate projected enrollments, and the former with alternatives in financing postsecondary education, including student charges and student financial aid.

A few of the issues that the Commission has faced since the State's current revenue shortfall include (1) the unpredictability of increases in student charges, despite State policy on this matter, (2) the percentages of the cost of instruction that students and their parents should reasonably be expected to pay, (3) the balancing of access, quality and choice, when revenue is insufficient to guarantee all three, (4) the role of the community colleges in providing access at the freshman level, and (5) the adequacy and delivery of State-funded student aid to students with the greatest financial need.

Approaches to financing higher education

Major Commission efforts over the past decade to address issues of financing California higher education date back to 1984, when the Commission began its long-range planning project, "A Prospectus for California Postsecondary Education, 1985-2000."

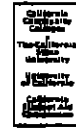
That project represented the Commission's first effort at statewide planning that transcended, but did not replace, planning by the individual systems and that extended over more than the five-year planning periods called for in the Commission's implementing legislation. During 1984-85, that project resulted in a series of four background papers: (1) *A Review of Statewide Long-Range Planning*; (2) *Social and Economic Trends, 1985-2000*, (3) *Population and Enrollment Trends, 1985-2000*, and (4) *Financing Postsecondary Education in California, 1985-2000*.

BACKGROUND PAPERS
to a
PROSPECTUS for CALIFORNIA
POSTSECONDARY EDUCATION

**1985
2000**

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In 1992, the Commission sought to obtain information from the systems on the effects of the funding gap that occurred at that time -- that is, the gap between what the systems needed and what they received by way of State funding, and how they were coping with their revenue shortfall. The findings from that study, published as *Commission Comments on the Systems' Final Funding Gap Reports*, were incomplete, and the issue of how the systems are coping specifically with even larger shortfalls remains to be answered.



COMMISSION
COMMENTS ON
THE SYSTEMS'
PRELIMINARY
FUNDING GAP
REPORTS



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Community college finance

In the mid-1980s, the Commission devoted considerable time to the study of community college finance because of the dire budget constraints that the colleges faced due to voter approval of propositions changing State finance in general. At that time, the California Community Colleges were funded in the same manner as the public schools -- average daily attendance (ADA), rather than full-time-equivalent students (FTES), with different levels of support for credit and non-credit offerings, and under a multitude of statutes and regulations that restricted the ability of the colleges to manage their fiscal affairs. Consensus existed on the need for reform in the way that community colleges were financed, but little consensus existed on the best way to do so.

POLICY ALTERNATIVES
FOR FINANCING
CALIFORNIA COMMUNITY
COLLEGES IN 1983-84



A Staff Report from the
CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION

STUDENT CHARGES,
STUDENT FINANCIAL AID,
AND ACCESS
TO POSTSECONDARY EDUCATION

OPTIONS FOR THE CALIFORNIA
COMMUNITY COLLEGES

A REPORT TO THE GOVERNOR
AND THE LEGISLATURE FROM PHASE III
OF THE COMMISSION'S RESPONSE
TO ASSEMBLY CONCURRENT RESOLUTION 81


CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

In 1983, the Commission published a comprehensive report on community college finance, *Student Charges, Student Financial Aid, and Access to Postsecondary Education Options for the California Community Colleges*, as the third and last in a series responding to Assembly Concurrent Resolution 81 (Hart) of 1982. Its final reports on the subject at that time were *Principles for Community College Finance* and *Policy Alternatives for Financing California Community Colleges in 1983-84*, after which it turned to the Board of Governors of the California Community Colleges to seek more answers for financing this expanding and ever more diverse system.

PRINCIPLES FOR
COMMUNITY COLLEGE
FINANCE



California Postsecondary
Education Commission

Commission staff participated actively in the task force that the Chancellor's Office then established to continue work on community college finance. Its work led, in due time, to some fundamental

changes in their financing, including mandatory, statewide student charges, a change to an FTES method of counting student enrollments, limited program-based funding, and a cap on enrollments at a time of increased demand for both enrollment opportunities and student services. However, the colleges continue to be a part of the constitutional State School Fund, which entitles them to receive funding under Proposition 98.

The Commission addressed issues of student fees at the community colleges once again in its 1987 report, *Statewide Fees in the California Community Colleges*. Its current work on student charges and student financial aid has not yet produced recommendations with respect to community college fees, but it is expected to do so in the near future.

STATEWIDE FEES IN THE CALIFORNIA COMMUNITY COLLEGES

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

Student charges at the State's public universities

The Commission convened an intersegmental Fee Policy Committee that reported its conclusions and recommendations to the Legislature in 1984 in *Principles for Long-Term Student Fee Policy*. That effort led to the adoption of long-term State policy by the Legislature in Senate Bill 195 (Maddy) of 1985 that called for (1) any increases in student charges at the public universities to be gradual, moderate, and predictable, and announced ten months in advance, (2) increases in student fees up to, but no more than, 10 percent, when the State's revenues and expenditures are substantially imbalanced, and (3) the State to bear the primary responsibility for the cost of providing higher education, but with students expected to be responsible for a portion of those costs.

That long-term fee policy soon became inoperative because of the State's worsening fiscal conditions. Thus, in 1991, the Commission established, from among its membership, an Ad Hoc Committee on Student Fees, Financial Aid, and the State Budget to make recommendations regarding options for responding to the serious constraints facing the State and its postsecondary institutions. In December of that year, the Commission adopted the Committee recommendations, including six policy principles to provide staff with direction in analyzing alternative policies that might be proposed in the budget process, as *Student Fees, Access, and Quality Prospects and Issues for the 1992-93 Budget Process*.

In Supplemental Report Language for the 1991 Budget Act, the Legislature once again called upon the Commission to coordinate an intersegmental review of student fees and financial aid, including an analysis of instructional costs in public higher education. In order to carry out this work, the Commission established from among its members an Ad Hoc

PRINCIPLES FOR LONG-TERM STUDENT FEE POLICY



FEE POLICY COMMITTEE

STUDENT FEES ACCESS AND QUALITY

Prospects and Issues for the 1992-93 Budget Process



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

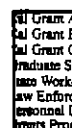
on the Financing and Future of California Higher Education that has been working since Fall 1992. At the same time, the staff has consulted on these issues with large, broadly based advisory groups from interested State agencies and legislative staff, as well as representatives of the higher education systems. To date, in response to the Legislature's request, the Commission has adopted three reports for transmission to the Governor and the Legislature -- *Expenditures for University Instruction* (April 1993), *The Restructuring of California's Financial Aid Programs and Its Short-Term Aid Policy* (April 1993), and *A New State Policy on Undergraduate Student Charges at California's Public Universities: Recommendations of the California Postsecondary Education Commission* (June 1993). (The latter report recommends specific percentages of the average cost of instruction to be the basis for student charges in the public university systems -- 30 percent for the California State University and 40 percent for the University of California.) So far, the Legislature has neither taken action on the Commission's recommendations nor adopted alternative fee policies beyond those fees that are contained in the 1993-94 operating budgets for the California Community Colleges, the California State University and the University of California.



EXPENDITURES FOR UNIVERSITY INSTRUCTION



CALIFORNIA
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THE RESTRUCTURING OF CALIFORNIA'S FINANCIAL AID PROGRAMS AND ITS SHORT-TERM AID POLICY



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A NEW STATE POLICY ON UNDERGRADUATE STUDENT CHARGES AT CALIFORNIA'S PUBLIC UNIVERSITIES



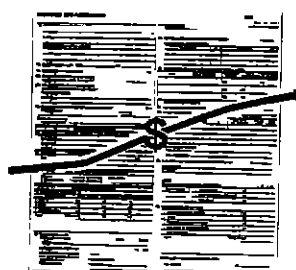
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The Commission's work on student charges is not complete. In addition to working with the Governor and the Legislature on long-term fee policies, issues remain to be answered that fall into at least three major areas -- (1) non-fiscal options and alternatives for increasing efficiency in postsecondary education, (2) differential fees for students in professional schools, and (3) fee policies for students in the community colleges.

Student financial aid

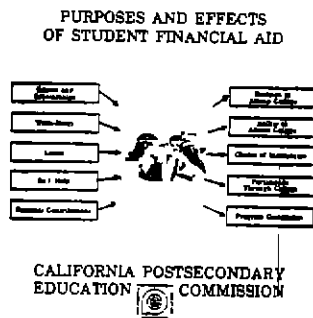
The Commission's work in the area of financial aid has both paralleled and supplemented its work on student charges. Some of its reports have been informational in nature -- for example, *Meeting the Costs of Attending College. A Staff Analysis of the Demographic Characteristics and Financial Circumstances of California Undergraduates* (1984). Others have explored student financial aid issues and options -- for instance, *Purposes and Effects of Student Financial Aid* (1986). Still others have contained recommendations

MEETING THE COSTS of ATTENDING COLLEGE



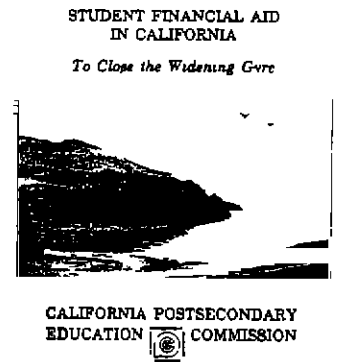
California Postsecondary
Education C

for change, such as *Student Financial Aid in California To Close the Widening Gyre* (1986)



Recently, the Commission's work has been more issue-oriented, with recommendations to the Legislature for action to restructure California's student aid programs, through the previously mentioned *Restructuring of California's Financial Aid Programs and Its Short-Term Aid Policy*. Recommendations in that report give direction to staff in its current work with legislators to enact legislation to reform the State's financial aid programs and de-

livery systems. Meanwhile, work on a better integration of policies on student charges and financial aid is a main thrust of current Commission work.



3

Long-Range Planning

COMMISSION responsibilities for long-range planning are embedded in its enabling legislation (1) long-range planning to accommodate the projected need for additional postsecondary educational opportunities and (2) review of proposals for new campuses and off-campus centers, with advice to the Legislature and the systems making the proposals. This work presently overlaps with the Commission's work on financing higher education. A key issue is whether the State should build new campuses, with bond money, when the systems' budgets from the State General Fund may be inadequate to support current and projected increases in enrollment.

Enrollment projections

The Commission does not project future higher education enrollments. Instead, the Department of Finance, through its Demographic Research Unit, is charged with projecting enrollments for each of the three public systems of higher education. The two public university systems are responsible for projecting enrollments for any new campuses that they propose -- projections that must be approved by the Demographic Research Unit. A problem has arisen this year with respect to the California Community Colleges. The Demographic Research Unit is no longer able to make projections for individual community college districts, as it had done in the past. A number of districts are currently planning new campuses and centers, and the Demographic Research Unit seeks to review and approve the enrollment projections that they submit, but the quality of projections for some of these proposals may be problematic.

Although the Commission does not project enrollments, in its long-range planning it uses projections prepared by other agencies such as the Demographic Research Unit. For example, in 1985 and again in 1989, it used such projections in *Population and Enrollment Trends, 1985-2000*

(1985) and *Planning Our Future: A Staff Background Paper on Long-Range Enrollment and Facilities Planning in California Public Higher Education* (1989) and in related reports prepared as part of the Commission's long-range planning projects.

In early 1990, the Commission published a new long-range planning report, *Higher Education at the Crossroads: Planning for the Twenty-First Century*, that sought to project trends through 2005. For that report and its accompanying volume of technical back-

POPULATION AND
ENROLLMENT TRENDS
1985-2000



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EDUCATION COMMISSION

PLANNING OUR FUTURE
A Staff Background Paper on Long-Range
Enrollment and Facilities Planning
in California Public Higher Education



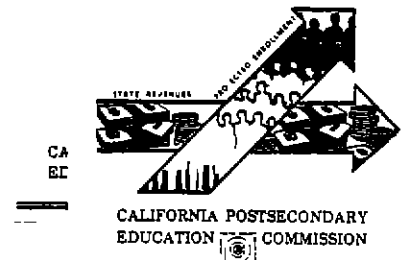
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EDUCATION COMMISSION

ground papers, the Commission again analyzed demographic and economic trends, enrollment projections, and the competitive demand for State dollars for higher education versus other State-mandated programs, particularly in an era of revenue shortfalls. The Commission also analyzed the need for additional campuses and centers to accommodate projected enrollments in each of the public segments and looked at the ability of the State's independent colleges and universities to accommodate some of the projected additional enrollment.

A major issue that the Commission will have to face in the next year or so is the reconciliation of (1) the very large projected increases in enrollment, based on past participation rates and growth in the number of high school graduates, with (2) decreasing participation rates of recent high school graduates, particularly in the State University, and with unreliable rates for the community colleges. Participation and persistence rates for 1993-94 will be critical in either confirming or revising estimates of the need for additional facilities -- estimates influenced also by analyses of the impact of increases in student charges, uncertainty about student aid, and funding gaps.

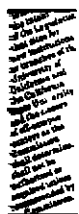
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HIGHER EDUCATION
AT THE CROSSROADS
Planning for the Twenty First Century



New campuses and educational centers

Because of the Commission's statutory responsibility to review proposals for new campuses and educational centers of the three public systems of higher education, much staff time is spent on the review of such proposals -- particularly from the community colleges. These proposals are approved by the systems' governing boards before being submitted to the Commission, whose approval has been a condition for the appropriation of State funds for purchasing land and building facilities for new centers and campuses. Nonetheless, Commission reports that incorporate such approvals represent only a portion of the staff work that goes into the review process. Increasingly, Commission staff is involved at an early stage in the development of such proposals -- consulting with staff in both the district making a proposal and the Chancellor's Office. Some of this staff work does not result in public announcements -- for example, in cases in which the staff advises a district either to abandon its plans for a new campus or center or to modify them in ways that the staff regards as essential for Commission approval -- activities that are, nevertheless, fundamentally responsive to the Commission's enabling legislation and in the State's best interests.



GUIDELINES
FOR REVIEW
OF PROPOSED
UNIVERSITY
CAMPUSES,
COMMUNITY
COLLEGES, AND
EDUCATIONAL
CENTERS



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In 1992, the Commission adopted *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers*, which revised its 1990 guidelines for the approval of these facilities. Thus

area of Commission activity continues to expand because of the large number of new community colleges and educational centers that will be needed by 2005, according to the Commission's 1990 report, *Higher Education at the Crossroads*. In addition, the staff is involved in a unique collaborative role in the planning of a proposed new State University campus on the Fort Ord site that the federal government may convey to California for educational use. At the Commission's September 1993 meeting, it will discuss an informational report about that planning activity -- *A Campus for the Twenty-First Century: The California State University and Fort Ord*.

A CAMPUS FOR THE
TWENTY-FIRST CENTURY
THE CALIFORNIA STATE
UNIVERSITY AND FORT ORD

A Discussion of Possibilities



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1500 J Street, Suite 300, Sacramento, California 95811
COMM 55-0110

This area of planning new campuses and off-campus centers provides an example of how Commission staff interacts with staff in both the systems and State agencies -- the systemwide offices, the Department of Finance, the Office of the Legislative Analyst, and the Legislature itself in carrying out long-range planning to meet the anticipated needs of California residents for postsecondary opportunities.

FINAL REPORT
STUDY OF HIGHER EDUCATION
SPACE AND UTILIZATION
STANDARDS, GUIDELINES
IN CALIFORNIA



A THIRD REPORT OF MGT CONSULTANTS, INC.
PREPARED FOR AND PUBLISHED BY THE
CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION

Facilities and utilization standards

Seeing the need for major revisions in the space and utilization standards and guidelines that California uses to fund construction at its public colleges and universities, the Legislature appropriated funds in the Commission's 1985-86 budget that enabled it to contract with MGT Consultants, Inc., to review and evaluate California's standards and guidelines. This effort involved an advisory committee representing the three systems of public higher education and the executive and legislative branches of State government. The Commission published the final report of the consultants in January 1990, together with its own report -- *A Capacity for Learning: Revising Space and Utilization Standards for California Public Higher Education* -- but no legislative action to revise the old standards has since occurred.

A CAPACITY FOR LEARNING
Revising Space and Utilization Standards
for California Public Higher Education



CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION

In a related area, in 1992 the Commission published *A Framework for Statewide Facilities Planning: Proposals of the California Postsecondary Education Commission to Improve and Refine the Capital Outlay Planning Process in California Higher Education*. One outcome of this activity has been the establishment of a Capital Outlay Planning Advisory Committee with broad



A FRAMEWORK
FOR STATEWIDE
FACILITIES
PLANNING



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membership from the systems and staff from the executive and legislative branches of government to advise the staff on the implementation of this framework. The Commission has asked that committee to provide a forum for the development of a comprehensive intersegmental statewide 15-year plan for higher education that will be submitted to the Legislature in January 1995. In addition, the committee will discuss progress relating to the development of statewide plans that the Commission requested of each system in its 1992 report -- plans that are to be developed by January 1994 and that will include enrollment projections, an indication of need for new campuses and educational centers, and a projection of ongoing capital outlay costs, among other items.

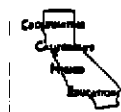
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Educational Equity and Diversity

FOR two decades, the Commission has sought to be the State's conscience with regard to educational equity and diversity. It has played many roles in promoting the State's goals in this area during those 20 years. In addition to its frequent formal reports to the Legislature, the Governor, and the systems, it has (1) advocated for the funding of effective programs to increase equity and diversity, (2) advised Legislators and the Governor on legislation that has established more current goals for achieving equity and diversity, (3) convened special task forces and advisory committees -- including among their members both current and former Commissioners -- to set directions, propose policies, and recommend actions to the systems and their institutions, (4) assisted accrediting agencies on revisions of their standards so as to take into account issues related to equity and diversity, (5) sent staff to speak to innumerable groups about the Commission's work in this area, and -- most important of all -- (6) kept the importance of achieving equity and diversity alive and active, at a time when other states and the country generally have tended to relegate it to a lesser priority.

Early efforts at equity

Commission-related work on issues of educational equity can be traced back to 1966 when California's Coordinating Council for Higher Education -- the Commission's predecessor agency -- published its report, *Increasing Opportunities in Higher Education for Disadvantaged Students*. Three reports on the subject followed, including one by outside consultants who assessed educational opportunity programs that were operational at that time.



INCREASING OPPORTUNITIES
IN HIGHER EDUCATION
FOR DISADVANTAGED STUDENTS

Following the Commission's creation in 1973 to replace the Council, among a series of concurrent resolutions that the Assembly adopted to give direction to the Commission's early work was ACR 151 (Vasconcellos) of 1974. In that resolution, the Legislature asked the three public systems to prepare student affirmative action plans that would



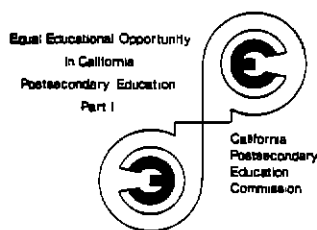
COORDINATING
COUNCIL FOR
HIGHER
EDUCATION



ETHNIC
AND SEXUAL UNDERREPRESENTATION
IN HIGHER EDUCATION

provide for addressing and overcoming, by 1980, ethnic, economic, and sexual underrepresentation in the make-up of the student bodies of institutions of public higher education as compared to the general ethnic, economic, and sexual composition of recent California high school graduates.

The Legislature directed the Commission to integrate those plans and transmit them to the Legislature with its comments. The Commission offered its first response to that directive in 1976 -- *Equal Educational Opportunity in California*.



Postsecondary Education Part I -- in which it reported, among other findings, that the systems were still in the initial processes of developing the student affirmative action plans that the Legislature had requested. The Commission issued three additional reports responding to ACR 151 at irregular intervals over the next seven years -- the last in April 1982, when it had become clear that the goal of ACR 151 for equal representation of all major groups was far from being achieved. During this same period, the Commission published reports on a wide range of topics related to what was then called "equal educational opportunity," including assessments of special programs funded by the Legislature to achieve the goals of ACR 151 and comments on the systems' budget proposals for additional programs to accomplish those goals.

Activities over the past decade on behalf of historically underrepresented groups

The Commission's more recent activities related to educational equity and diversity have focused on access and success for students from economic and racial/ethnic backgrounds historically underrepresented in postsecondary education. The Commission formed its first Equal Educational Opportunity Advisory Committee in the early 1980s to advise its executive director on issues of equity, particularly with respect to access. The work of that committee led to the passage of ACR 83 (Chacon) of 1984, which called upon the Commission's executive director to chair an intersegmental task force that would work cooperatively to "adopt a plan that will systematically review and assess all existing public and private educational institution programs" related to educational equity and then "make specific recommendations for action" to ensure equity in income and ethnic composition of the student body at three levels, such that

RESOLUTION CHAPTER 66 Assembly Concurrent Resolution No. 83 -- Relative to postsecondary education.

(Filed with Secretary of State
July 6, 1984.)

LEGISLATIVE COUNSEL'S DIGEST

ACR 83, Chacon. Postsecondary education: low-income and underrepresented ethnic minority students.

This measure would request the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, and the Superintendent of Public Instruction to cooperatively adopt a plan and, based on

(1) by 1990, the income and ethnic composition of secondary school graduates eligible for admission to public four-year colleges is at least equal to or greater than the income and ethnic composition of secondary school graduates generally

(2) by 1990, the income and ethnic composition of students completing vocational technical programs or transferring from community colleges into four-year institutions is at least equal to the income and ethnic composition of students enrolling in community colleges

(3) by 1995, the income and ethnic composition of baccalaureate degree recipients from California colleges and universities is at least equal to the income and ethnic composition of secondary school graduates in 1990

In 1986, the Commission published the report of the task force, *Expanding Educational Equity in California's Schools and Colleges: Recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83*, and a technical supplement to the report. A year later, it published a consultant's report

Expanding Educational Equity in California's Schools and Colleges



Recommendations of the Intersegmental Policy
Task Force on Assembly Concurrent Resolution 83

Background for Expanding Educational Equity



A Thematic Supplement to the Report of the Intersegmental Policy
Task Force on Assembly Concurrent Resolution 83
Expanding Educational Equity California Schools and Colleges

Higher Education Research Institute



EXPANDING EDUCATIONAL OPPORTUNITIES FOR STUDENTS WITH DISABILITIES
A REPORT OF THE INTERSEGMENTAL POLICY TASK FORCE 1984

John C. Brinkley and Sylvia Brinkley

Higher Education Research Institute
Los Angeles, California
January 1985

TOWARD EDUCATIONAL EQUITY

PROGRESS IN IMPLEMENTING THE GOALS
OF ASSEMBLY CONCURRENT RESOLUTION 83
OF 1984



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EDUCATION COMMISSION

prepared by staff of the Higher Education Research Institute at the University of California, Los Angeles, that built upon the earlier report and was essentially an evaluation of existing and proposed programs -- *Expanding Educational Equity in California's Schools and Colleges: A Review of Existing and Proposed Programs, 1986-87*. In 1989, the Commission published another report on the results of ACR 83, *Toward Educational Equity: Progress in Implementing the Goals of Assembly Concurrent Resolution 83 of 1984*.

More recently, the Commission has supported Assembly Bill 96 (Archie-Hudson) of 1993 that would codify the Legislature's intent that each public college and university strive to diversify its student body, faculty, and staff with individuals from historically underrepresented and/or economically disadvantaged groups. If funded, that legislation would require, among other things, the systems "to develop and implement statewide and campus policies and programs designed to encourage sensitivity to all individuals, to establish programs to promote racial and cultural sensitivity and

understanding in instructional and counseling programs, and to develop and implement policies for the performance of educational self-assessment."

Assistance to students with disabilities

In still another area of educational equity, at legislative request the Commission convened an intersegmental planning committee to review postsecondary education's services for physically challenged students and, in 1986, published that committee's recommendations, *Expanding Educational Opportunities for Students with Disabilities*. Since then, the Legislature has assigned responsibility to the Commission for making periodic reports on these services. In carrying out this responsibility, the Commission relies on an advisory group from the systems to supply information for these documents.

In September 1993, the Commission will discuss one of these reports -- a summary of student and



EXPANDING EDUCATIONAL
OPPORTUNITIES
FOR STUDENTS
WITH DISABILITIES

staff opinions about the adequacy of current services -- in preparation for transmitting the reports to the Legislature

Assessments of campus climate

The assessment of the social and psychological climate of campuses for students from diverse backgrounds is a good example of collaboration between the Commission and the Legislature in areas of common concern. The Commission's own interest in examining and improving this qualitative aspect of educational equity was confluent with that of the Legislature as reflected in Assembly Bill 4071 (Vasconcellos) of 1988 and led to the Commission's first report on the topic, *Toward an Understanding of Campus Climate* (1990). In that report, the Commission defined campus climate as "the formal and informal environment -- both institutionally and community-based -- in which individuals learn, work, and live in a postsecondary setting." The Commission published its second report on the topic, *Assessing Campus Climate: Feasibility of Developing an Educational Equity Assessment System*, in 1992. The methodology that the Commission used to collect information for these reports was unusual, in that it involved the use of focus groups that facilitators convened on California campuses from each of the four sectors of higher education in order to discuss the climate of those campuses.

TOWARD AN UNDERSTANDING
OF CAMPUS CLIMATE



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ASSESSING
CAMPUS CLIMATE
Feasibility of Developing
an Educational Equity
Assessment System



RESOURCE
GUIDE FOR
ASSESSING
CAMPUS
CLIMATE



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Subsequently, the Commission developed a *Resource Guide for Assessing Campus Climate* to help institutions assess their own climate. It has made copies of this guide available to all California colleges and universities, and its staff has consulted with campus groups, spoken to interested organizations, worked with California's regional accrediting agency -- the Western Association of Schools and Colleges -- and in other ways helped institutions carry out assessments of their climate -- a critical first step in creating campuses that are welcoming, supportive, and hospitable for all students, especially those from backgrounds historically underrepresented in postsecondary education.

The direct impact of this work is difficult, if not impossible, to assess in terms of its contribution to increasing student persistence and performance on the various campuses where such assessments have been made. Nonetheless it can be seen as one important -- albeit different -- component of the Commission's comprehensive and continuing endeavor to assist the State in achieving its policy goals with respect to educational equity and diversity.

Assessments of faculty and staff diversity

In response to legislative requirements, between 1981 and 1991 the Commission published six reports on the gender and racial/ethnic composition of faculty and staff in California public postsecondary education -- the final one being *Composi-*

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EDUCATION COMMISSION

tion of the Staff in California's Public Colleges and University from 1977 to 1989 More recently, in looking at the diversification of faculty and staff, the Commission has been studying the flow of students from underrepresented racial/ethnic groups beginning with pre-school and extending through baccalaureate-level work, into graduate school and then into the teaching professions and the granting of tenure. A first report from this project, *The State of the State's Educational Enterprise*, will be discussed by the Commission at its September meeting.

Review of the Commission's role in achieving the State's educational equity goals

Recognizing that the Commission had an important continuing leadership role to play in achieving the State's goals of educational equity and diversity, it established a Special Committee on Educational Equity in 1987, chaired by Commissioner Cruz Reynoso. That committee examined the Commission's past actions regarding educational equity as part of its charge to develop a plan for future Commission action in this area. The committee found that the Commission's past activities had tended to be reactive in nature and post hoc, in that they had focused on documenting the status of education in the State and evaluating State programs. The major product of the committee's deliberations was *The Role of the Commission in Achieving Educational Equity. A Declaration of Policy* that the Commission adopted in 1988. This declaration set forth quantitative and qualitative definitions of educational equity and identified specific roles and responsibilities for the Commission as a policy body that focuses on planning and action strategies that have the greatest potential to influence State policy in enhancing equitable educational opportunities and outcomes. Furthermore, the declaration stated that the Commission's actions in the area of educational equity should be integrated within all aspects of its statewide policy and program review and coordinative functions.

While the declaration of policy was undoubtedly the most important product of the committee, the Commission also issued a comprehensive report from the committee, *The Role of the California Postsecondary Education Commission in*

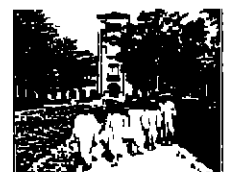
Achieving Educational Equity in California, that served as background for the declaration of policy. In the course of developing that report, the committee conducted a series of five forums throughout the State, in which some 150 individuals from various sections of California life discussed their views on educational opportunity with Committee

THE ROLE OF THE COMMISSION IN ACHIEVING EDUCATIONAL EQUITY

A Declaration of Policy

CALIFORNIA POSTSECONDARY
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THE ROLE OF THE CALIFORNIA
POSTSECONDARY EDUCATION
COMMISSION IN ACHIEVING
EDUCATIONAL EQUITY
IN CALIFORNIA



THE REPORT OF THE COMMISSION'S
SPECIAL COMMITTEE ON EDUCATIONAL EQUITY

members. Its report included recommendations on five topical areas on which the Commission has since focused its equity energies: (1) diversification of faculty and curriculum, (2) diversification of graduate programs, (3) diversification of educational leadership, (4) preparation of teachers for the diverse student body in the schools, and (5) enhancement of undergraduate retention and graduation.

Finally, early in 1992, the Commission established a new Educational Equity Policy Advisory Committee. This committee is chaired by former Commissioner Cruz Reynoso, and its membership is composed of systemwide and campus representatives whose expertise lies within the five topical areas identified in the "role" report.

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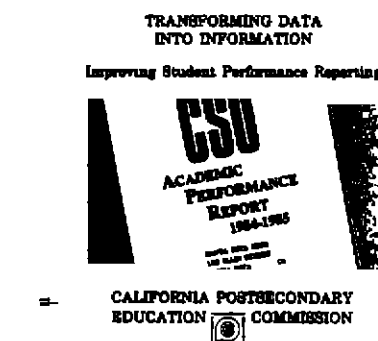
Preparation for Access to College and Success in College

THE adequacy of the preparation of California high school graduates for successful college and university work has been an ongoing concern of the Commission and its staff. For the most part, its studies in this area have been staff initiated and descriptive or evaluative in nature, such as those that assess the impact of specially funded programs, but some have contained recommendations to the various educational systems and occasionally to the Legislature. One special concern of the Commission has been the availability of high quality preparation for students from groups that have historically been underrepresented in higher education -- a topic dealt with earlier in the section on Educational Equity and Diversity on pages 19-24 -- but the Commission has sought to improve the preparation of all California students, regardless of background.

The scope of its interests has included (1) expanding information to high school staff about the college performance of the graduates of their schools and increasing information to high school students and their parents about opportunities for postsecondary education, (2) evaluating the effectiveness of intersegmental college preparation programs, (3) calculating the eligibility of California's high school graduates for freshman admission to the California State University and the University of California, and (4) improving specific subject areas in the high school curriculum -- mathematics and science, in particular.

Expanding information

To improve reporting from California's public colleges and universities to high schools on the performance of their graduates as freshmen, in 1986 the Commission established an intersegmental task force that worked with staff on the design of these reports, and that year it published *Transforming Data into Information. Improving Student Performance Reporting*, which contained recommendations for improvements in those reports. Subsequent budgetary limitations have made it difficult for the systems to implement fully the recommendations in that report or its 1987 sequel, *Improving Student Performance Reporting: Review and Epilogue*.



Commission staff has long worked with representatives of the systems on ways to disseminate information to middle school and secondary school students about higher education enrollment opportunities, admission requirements, and the availability of financial aid. In response to Assembly Concurrent Resolution 133 (Hughes) of 1988, the Commission conducted a study that led to its 1990 report, *Expanding Information and Outreach Efforts to Increase College Participation*,

EXPANDING INFORMATION
AND OUTREACH EFFORTS
TO INCREASE
COLLEGE PARTICIPATION



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EDUCATION COMMISSION

which called for improving information about college costs and about academic and financial preparation available to students and their families -- and making this information available to the parents of students in the elementary grades

The Commission itself has sought to make information available to prospective college students. It periodically publishes guides to California's colleges and universities and their degree programs -- the latest being *California Colleges and Universities, 1990*. It has distributed copies of these guidebooks without charge to high school counselors and public libraries throughout California.

CALIFORNIA
COLLEGES AND
UNIVERSITIES
1990



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

Evaluating the effectiveness of special programs

During the 1980s, the Commission conducted a series of evaluations of specially funded programs aimed at strengthening student preparation for college, and in 1992 it issued a comprehensive report on the topic -- its *Final Report on the Effectiveness of Intersegmental Student Preparation Programs*. In that report, it assessed the impact and efficiency of nine statewide programs, including the California Academic Partnership Program (CAPP), the California Student Opportunity and Access Program (Cal-SOAP), the College Readiness Program, Early Academic Outreach Program (EAOP), and Mathematics, Engineering, Science Achievement (MESA). Its recommendations based on that and previous evaluations have been instrumental in maintaining funding for the programs despite budget cuts in other areas.



FINAL REPORT
ON THE EFFECTIVENESS
OF INTERSEGMENTAL
STUDENT PREPARATION
PROGRAMS



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POSTSECONDARY
ENROLLMENT
OPPORTUNITIES
FOR HIGH SCHOOL
STUDENTS



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COMMISSION

Also in 1992, at the request of the Legislature, the Commission published the results of its national study, *Postsecondary Enrollment Opportunities for High School Students*, in which it analyzed programs to expand opportunities in California and other states for secondary school students to take college courses before graduating from high school and receive college credit for these courses. In that report, the Commission discussed the possibilities for improving and expanding these opportunities in California.

Calculating eligibility for university admission

The 1960 Master Plan for Higher Education recommended that California's public university systems establish freshman admission requirements such that one-eighth of the State's public high school graduates would be eligible for freshman admission to the University of California and one-third to the California State University,

instruction in literature, mathematics, humanities, science, and other areas of the high school curriculum, under the umbrella of the California Subject Matter Projects. And occasionally the Commission has publicized a particularly outstanding school curricular effort in order to encourage innovation elsewhere -- one example being *College Participation Among Graduates of the College Core Curriculum at Phineas Banning High School (1982)*



Finally, the Commission has for eight years administered the federal Eisenhower Mathematics and Science Education State Grants Program to improve public school instruction in these critically important curricular areas. This program aims to enhance the skills of teachers in mathematics and science -- in particular, teachers of students from historically underrepresented backgrounds, either in terms of ethnicity/race, gender, or geography, or because of physical challenges. Since 1984, the Commission has received \$30 million for this program and has awarded 120 grants to public and independent colleges and universities for collaborative projects with local educational institutions and agencies. Staff works with internal and external committees that advise on program priorities and awards to be made in the annual program competition. Annually, the staff reports to the Commission on the progress of the Eisenhower Program during the previous year.



Progress During 1993 on the State Grants Program Under the Dwight D. Eisenhower Mathematics and Science Education Act

The Commission has been successful in securing the continuation of the Eisenhower Program for the next five years. The program is a critical component of the state's efforts to improve mathematics and science education. The program is administered by the Commission and the State Board of Education. The program is a critical component of the state's efforts to improve mathematics and science education. The program is administered by the Commission and the State Board of Education. The program is a critical component of the state's efforts to improve mathematics and science education. The program is administered by the Commission and the State Board of Education.

6

Quality in Postsecondary Education

THE legislation that established the Commission -- Assembly Bill 770 of 1973 -- assigned it two major responsibilities that are related to quality -- program review and assessment of institutional effectiveness. Since then, usually at the request of the Legislature in either statute or budget language, the Commission has involved itself actively in two other matters relating to quality -- State licensure of educational institutions and accreditation.

Program review

Sections of AB 770 that deal with program review call upon the Commission to (1) review proposals by the public segments for new programs, (2) establish a schedule, in consultation with the public systems, for their review of selected educational programs and evaluate those program review processes, and (3) consider the relationships between academic, occupational, and vocational education programs. The Commission has fulfilled these three responsibilities in several ways over the past decade.

Reviewing proposals for new programs. First, the staff has reviewed plans for new programs that the systems have submitted to the Commission for examination, and has decided either to concur with the systems' plans for these programs or to recommend changes in them. Over the years, the Commission has published a total of 15 annual reports on the results of this activity -- the last of which was *Academic Program Evaluation in California, 1988-89*. In December 1992, the staff submitted a proposal to the Commission entitled *Shifting the Balance: A New Approach to Program Review*, in which it suggested a new approach to this activity whereby the Commission would raise statewide issues at the beginning of the program planning process rather than at the end, with the expectation that its comments would guide the subsequent development of the proposals for programs. The Commission agreed with the staff's recommendation, and this new approach is now being implemented through continuing consultation with the Intersegmental Program Review Council.

ACADEMIC PROGRAM EVALUATION IN CALIFORNIA 1988-89

Agroecology Anthropology Astronomy Atmospheric
Science Biological Sciences Business Chemistry
Computer Science Entomological Sciences
Environmental Health Geophysics and Space Science
History Languages and Literatures
Literature Latin American Literature Law
Library and Information Science Materials Science
Mathematics Natural Sciences Naval Architecture
Nuclear Engineering Neuroscience Optometry
Plant and Soil Biology Political Science
Psychology Psychology Reading Specialist
Social Science Sociology Statistics Wildlife and Fisheries Science

CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION



SHIFTING THE BALANCE A NEW APPROACH TO PROGRAM REVIEW

*Planned Improvements in the Commission's
Review of Proposals for New Programs*

*Encouraging the systems to evaluate their
existing programs.* In its annual program

review reports, the Commission has frequently commented on and made recommendations to the



systems concerning their processes and procedures for evaluating their established programs. In addition, staff has supported the systems in their periodic system-wide review of programs in selected fields and, at the request of the Legislature, has itself undertaken special studies in several fields -- for example, in the health sciences and teacher education.

Encouraging relationships between academic and occupational education In carrying out the Commission's third responsibility related to program review, the staff serves as liaison to various State agencies that are charged with responsibilities for vocational education and workforce training, including the development and revision of the State's plans in order for California to qualify for federal funding under the Carl D. Perkins Vocational and Applied Technology Act. The most recent developments related to the State's plans are particularly significant in that they involve expansion of the advisory process to include broad representation from agencies and organizations concerned with workforce training, as well as public school and community college educators.

Major issues in the program review area that will most likely be foci of Commission concern in the next few years are: (1) the potential for duplication of academic and occupational programs in the same or similar fields offered on different campuses in the same geographic area, (2) criteria and procedures for reviewing plans and proposals to discontinue programs from the perspective of statewide need, and (3) the adequacy of current school-to-work transition programs -- in particular, the complementary roles that the public schools, community colleges, and other workforce training groups need to play in light of proposed federal legislation.

Assessment of institutional effectiveness

The Commission's enabling legislation stated that the Commission should "develop criteria for evaluating the effectiveness of all aspects of postsecondary education." In order to respond to this expectation, the Commission soon appointed an Ad Hoc Committee from among its membership to work with staff to develop a framework for evaluating postsecondary education. That committee met over a period of more than two years, during which time it heard testimony from both

within and outside higher education on what aspects should be evaluated and approaches to doing so. In 1975, it produced a report with recommendations about the areas to be evaluated and suggested criteria to be used -- all of which had important implications for the early development of the Commission's data bases -- but its recommendations could not be implemented in those years because data were not available to carry out various aspects of the proposed evaluation and because other issues assumed higher priority.

The enactment of Assembly Bill 2016 (Hayden) of 1987 changed that situation in that it required the Commission to (1) develop and present options for measuring and implementing "talent development" or "value-added" approaches to higher education, and (2) develop, implement, and

California Postsecondary Education Commission July 6, 1975

FROM: REPORT OF THE AD HOC COMMITTEE TO EVALUATE THE EFFECTIVENESS OF POSTSECONDARY EDUCATION

Background

The Ad Hoc Committee to evaluate the Effectiveness of Postsecondary Education was established in August 1973 and plans the following steps:

The Committee shall develop and recommend to the Commission:

1. Areas of postsecondary education which the Commission should be concerned with evaluating, with suggested procedures;
2. Suggested approaches and techniques for evaluation in the areas mentioned in (1); and
3. A statement and consensus of resources needed for implementing the proposed evaluation.

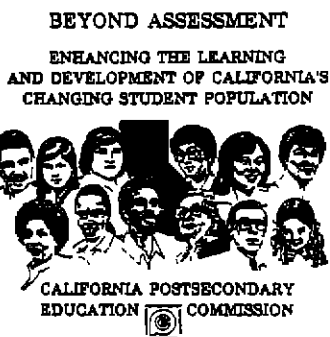
It is not intended that the Committee undertake any evaluation activities. The Commission will also continue to be the body of the Commission in planning, by developing approval of the evaluation of the various elements in the Commission's planning plan.

The change in direction from the mission of the current committee to the Commission's new mission shall "develop criteria for evaluating the effectiveness of all aspects of postsecondary education" and to also include the Commission's own general functions of planning, coordination, and action in a comprehensive way for all postsecondary education.

The Commission held its first meeting in September and has met regularly since then. It was requested to make progress reports to the Commission in January and March, with a final report and recommendations in May. The first letter dates were changed in April and June because of changes in the Commission's meeting schedule.

fied percentage of State funds to public institutions of higher education based on specified performance criteria AB 2016 came at a time when many states were adopting statewide educational assessment programs or, as in the case of Tennessee, developing performance-funding programs that fiscally rewarded institutions for improvements in relation to a variety of criteria -- the kind of program that Assemblyman Hayden had in mind for California

Facing widespread skepticism within the State of mandated assessment programs in general and -- in particular -- the State's direct involvement in institutional assessment, the Commission proposed a four-step process to achieve the same results through other means In its response to AB 2016, *Beyond Assessment. Enhancing the Learning and Development of California's Changing Student Populations* (1988), it recommended (1) creation of a California challenge-grant program to support initiatives for improving teaching and learning, (2) creation of a similar program to increase the number of students from historically underrepresented backgrounds in the teaching pipeline at all levels, (3) development of criteria and mechanisms for the effective implementation, administration, and evaluation of these two programs, and (4) encouragement of, and support for, the development of a statewide student information system to track individual students throughout their collegiate experience and thus to understand better the factors related to access and retention For various reasons, including the State's increasing fiscal crisis, these recommendations have yet to be implemented



Most recently, the Commission has been involved in developing its response to the Higher Education Accountability Act (Hayden) of 1991, which calls on the Commission to report annually on "significant indicators of performance" on the part of the State's public colleges and universities Commission staff is currently working with an intersegmental advisory committee on the selection of measures to be used, the availability of data, and plans for the first report This activity is occurring at a time of heightened interest on the part of the federal government in accountability measures at both the state and institutional levels -- measures that might well be added to the federal government's Integrated Postsecondary Education Data Systems (IPEDS)

State licensure of institutions

The Commission's interest over the past decade in issues of quality control through State licensure dates back to 1983, when it reviewed for the Legislature a report of the Special Committee of the Council for Private Postsecondary Educational Institutions concerning the Council's proposed standards for authorizing private (also known as "proprietary" or "for-profit" institutions) In that report -- *Commission Comments on Proposed Standards for Authorization of Private Postsecondary Educational Institutions* -- the Commission concluded that the proposed

COMMISSION COMMENTS
ON PROPOSED STANDARDS
FOR AUTHORIZATION
OF PRIVATE POSTSECONDARY
EDUCATIONAL INSTITUTIONS

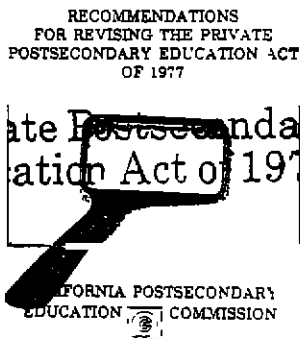


CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION

Throughout the 1980s, the Commission sought to ensure high quality in California's private postsecondary sector through several means. Its staff served on visiting teams to institutions seeking authorization to operate, a designee of the Commission's executive director served on the Council for Private Postsecondary Educational Institutions that advised the Superintendent, and -- perhaps most important -- staff consulted frequently with legislators and others who were drafting legislation to strengthen State oversight of private postsecondary education. The Commission's work in that area came to a climax in April 1989, when it adopted its *Recommendations for Revising the Private Postsecondary Education Act of 1977*. Senate Bill 190 (Morgan) of 1989 repealed that act and established an independent Council for Private Postsecondary and Vocational Education to assume the responsibilities of the Superintendent of Public Instruction for licensing postsecondary institutions.

addressed in this review are (1) the effectiveness of the Council and any changes that are needed to increase its effectiveness, (2) the adequacy of the existing statute in giving the Council authority to monitor private postsecondary education, (3) the feasibility of continuing to exempt from various provisions of the statute institutions that are accredited by the Western Association of Schools and Colleges -- the regional accrediting agency for this area of the country, and (4) eligibility of State-licensed colleges and universities to participate in State-funded student financial aid programs

Accreditation The Commission has had several concerns about the accreditation of California institutions. The first -- which has been a legislative concern as well -- is whether



Senate Bill No. 190

CHAPTER XIV

An aim to amend, repeal, and add Section 6903.3 of, to add and repeal Chapter 5 (commencing with Section 69331) of, to amend Article 1 (commencing with Section 69200) 2.5 (commencing with Section 69203) 3 (commencing with Section 69411) 3 (commencing with Section 69501) 4 (commencing with Section 69431), and 5 (commencing with Section 69450) of, and to repeal the heading of Chapter 5 (commencing with Section 69331) of Part 39 of the California Code, relating to private postsecondary institutions, and making an appropriate revision.

[Approved by Governor George L. Allen. Filed with Secretary of State October 6, 1992.]

LOCALITY RECORDS ONLY

SP 100. Margara. Private correspondence and vocational education. Referring her known as the Private Postsecondary Education Act of 1970 establishes a procedure for private postsecondary or vocational educational institutions to secure authorization from the state to receive federal funds. The bill requires that the institutions be scheduled to become operational on June 30, 1971, and on or before 1 year thereafter.

Under existing law, the Superintendent of Public Instruction has been vested with the primary responsibility for the administration of these private institutions. The bill transfers this responsibility to the State Board of Education. The bill also transfers to the board the administrative rules and regulations. The duties and responsibilities of the representative include, among other things, the receipt and approval of applications, the issuance of grants, the receipt and investigation of complaints, and the supervision of compliance for the provision of an institution's approval of applications to receive its federal funds.

institutions. The first -- which has been a legislative concern as well -- is whether California should rely for State licensure on an institution's accreditation by a non-governmental agency rather than on the State's own review procedures. In California, the State has relied on the Western Association of Schools and Colleges to certify the quality of institutions headquartered in California, and on other regional accrediting agencies to verify the quality of out-of-state institutions that operate in California. This concern centers around the issue of whether non-governmental accreditation is an adequate measure for government to rely upon to fulfill its consumer protection responsibilities, since accreditation aims at institutional improvement rather than consumer protection as such, is conducted by private agencies on a voluntary basis, is heavily dependent on peer review, and results in the dissemination of only limited information about accredited institutions.

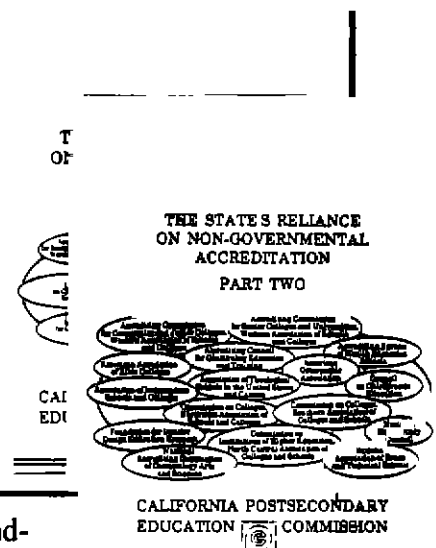
Three additional issues of concern about accreditation are (1) its possible bias against high quality but nontraditional institutions -- that is, a tendency to adhere to the status quo in evaluating institutions, (2) non-responsiveness to student and public complaints about accredited institutions, and (3) the comparability of standards and procedures of the several regional accrediting agencies.

In its 1984 report, *Public Policy, Accreditation, and State Approval in California. State Reliance on Non-Governmental Accrediting Agencies and on State Recognition of Postsecondary Institutions to Serve the Public Interest*, the Commission concluded that, despite these weaknesses, California could rely in large part on accreditation to fulfill many of the aims of State review. However, in a more recent two-part report -- *The State's Reliance on Non-Governmental Accreditation* (1989 and 1991) -- the Commission concluded that even though the State can benefit from collaboration between its licensing agency and accrediting agencies, the State should not -- and legally cannot -- use institutional accreditation in lieu of its own licensing review of private institutions.

PUBLIC POLICY, ACCREDITATION, & STATE APPROVAL IN CALIFORNIA



In addition to issuing these reports, the Commission through its staff has worked with the Western Association of Schools and Colleges on updating its accrediting standards in such areas as diversity and student outcomes and has served on the Association's visiting teams. Commission staff has also consulted with coordinating agencies in other states on issues of regional accreditation and federal oversight of postsecondary institutions, and staff has worked with the Legislature to increase its understanding of and support for the Association, at times when legislators have been debating the need for the State to take direct responsibility for this accreditation function.



IMPROVING COLLEGE
PREPARATORY PROGRAMS
THROUGH
HIGH SCHOOL ACCREDITATION



CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION

Finally, the Commission has seen the accreditation of high schools as one means of strengthening their programs, and in *Improving College Preparatory Programs Through High School Accreditation* (1984), it recommended that the Western Association's Commission on Schools include college and university faculty on its visiting teams -- a recommendation which that commission has since implemented

7

Educational Technology

THE Commission's work on instructional technology can be viewed in two major categories (1) independent studies and policy pronouncements of its own, and (2) participation in interagency and intersegmental planning and implementation projects

Independent activities

The Commission issued its first report on educational technology -- *Using Instructional Media Beyond Campus*, in 1979. In that report, it inventoried college and university courses then offered for credit in California by means of radio, newspapers, instructional tapes, and broadcast television. In that report, the Commission expressed concern that televised course offerings had "an ad hoc character" because colleges offered them on a "marketing" model ("what will attract the most new viewers to enroll") instead of a "curriculum" model ("what sequence or blocks of courses will provide the most help to citizens who cannot commute to campus")

One of a Series of Reports on Lifelong Learning

USING INSTRUCTIONAL MEDIA BEYOND CAMPUS

CALIFORNIA
POSTSECONDARY
EDUCATION
COMMISSION

EDUCATION OFFERED
VIA TELECOMMUNICATIONS



CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION

By 1981, the use of technology had expanded so significantly that the Commission produced *Linking Californians to Learning: Next Steps for Telecommunications in California Postsecondary Education*, in which it described the use in California higher education of broadcast television, cable television, slow-scan television, instructional television fixed service (ITFS), audio and video recordings, computer networks, and videotex. In that report, the Commission identified three additional problems regarding instructional technology in higher education -- (1) lack of incentives for faculty to use the technology in their teaching, (2) high initial costs for equipment, and (3) lack of coordination among interested institutions and agencies.



In 1987, the Commission issued *Education Offered via Telecommunications: Trends, Issues, and State-Level Problems in Instructional Technology for Colleges and Universities*, in which it reported that the problems it had identified six years earlier were still in existence. For example, it concluded

Coordination is necessary to avoid unnecessary duplication and undesirable competition in the purchase and use of expensive equip-

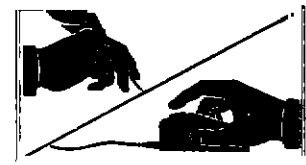
ment, both within each of the three systems of public higher education of the State and within regions involving public and private secondary schools, colleges, and universities. Currently, the necessary level of coordination does not exist in California.

Beyond illustrating uses of the technologies by California's institutions, the Commission described how other states were developing statewide policies and programs, and it announced that it was convening a policy task force on educational technology, comprised of representatives with expertise in the new technologies, to advise it on future technological policy.

Two years later the Commission published the report of its task force as *Technology and the Future of Education: Directions for Progress*. That report contained a policy on educational technology that the Commission adopted and that listed seven goals for achievement during the 1990s. For instance, the Commission declared that "the full potential of technology must be brought to bear on the State's most pressing educational problems," including those of school dropouts, education for adults in basic skills and English as a second language, and low college-going rates of students from historically underrepresented groups. Thus the Commission advocated that "the increased use of information technology for distance learning should assure that all students, from inner-city youth to rural adults, have access to the education they need or desire for college preparation, U.S. citizenship requirements, enhanced employment opportunities, college credit, or personal fulfillment."

In 1989, the Legislature asked the Commission to develop a State policy statement on the use of distance-learning technology in education for possible adoption by the Legislature. The Commission responded in 1991 with *State Policy on Technology for Distance Learning*, in which it (1) reviewed computer and communications technologies that enable interaction at a distance between student and instructor, (2) summarized state and national distance-learning projects, (3) discussed the potential effectiveness of distance learning, (4) identified barriers to its expanded use, and (5) presented a seven-point policy statement, in which the Commission proposed that California "provide incentives for institutions to expand their utilization of distance learning technologies, rather than prescribing or mandating institutional actions." In that statement, the Commission also recommended that the State ensure that standards for course and program quality be the same for distance learning and traditional classroom instruction.

TECHNOLOGY
AND THE FUTURE OF EDUCATION
Directions for Progress



Policy Task Force on Educational Technology
CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION

STATE POLICY ON TECHNOLOGY
FOR DISTANCE LEARNING



CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION

Since issuing that report, the Commission has continued its involvement in issues of educational technology through its participation in other groups also concerned with the topic

**Participation
in joint activities**

The Commission began its liaison with these other groups through informal contacts during the 1970s with the California Educational Telecommunications Committee, which then consisted of specialists in the new technologies from all segments of California education. The Commission also cooperated with the California Public Broadcasting Commission in exploring areas of mutual interest. For example, in 1981, it supported that Commission in seeking funds to study ways to connect educational institutions with telecommunication centers on a statewide basis. The Postsecondary Education Commission planned to collaborate with the Broadcasting Commission and the Department of Education in creating an intersegmental and interagency council with representatives from schools, higher education, libraries, the media, and other public and private groups that would aim at achieving a cooperative division of labor among institutions and agencies while avoiding duplication of effort. With the demise of the Broadcasting Commission, however, plans for that council were abandoned.

More recently, the Commission has participated in the "Western Cooperative for Educational Telecommunications" -- a planning effort of the Western Interstate Commission for Higher Education (WICHE) designed to share telecommunication resources among the 15 western states. It was also actively involved in the California Planning Commission for Educational Technology, which was established by the Farr-Morgan-Quackenbush Educational Technology Act of 1989 and charged to develop a statewide master plan to guide the use and integration of educational technology in California's schools, colleges, and universities. Currently, it is following with interest the development within the California State University of Project DELTA -- "Direct Electronic Learning Teaching Alternative" -- which seeks to enhance the quality of learning, provide increased educational opportunities, and regain the State University's fiscal stability by increasingly using electronic media in courses and degree programs as a primary mechanism of interaction between students, faculty members, and information resources.

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Educational equity and diversity	<i>Increasing Opportunities in Higher Education for Disadvantaged Students</i> Coordinating Council for Higher Education Report 66-10, July 1966	<i>Equal Educational Opportunity in California Postsecondary Education Part I</i> Report 76-6, April 1976
Early efforts at equity	<i>California Higher Education and the Disadvantaged A Status Report</i> Coordinating Council for Higher Education Report 68-2, March 1968	<i>Equal Educational Opportunity in California Postsecondary Education Part II</i> Report 77-4, June 1977
	<i>An Assessment of Educational Opportunity Programs in California Higher Education</i> , by Harry H. L. Kitano and Dorothy Miller Council for Higher Education Report 70-1, February 1970	<i>Equal Educational Opportunity in California Postsecondary Education Part III</i> Report 80-6, March 1980
		<i>Equal Educational Opportunity in California Postsecondary Education Part IV</i> Report 82-19, April 1982
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	<i>Commission Staff Comments and Recommendations on Equal Educational Opportunity Programs for the 1984-85 Budget</i> Report 84-18, May 1984	
	<i>Expanding Educational Equity in California's Schools and Colleges Recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83</i> Report 86-4, March 1986	<i>Comments on Educational Equity Plans of the Segments A Staff Report on the Development of Plans by the State Department of Education, the California State University, and the University of California to Achieve the Educational Equity Goals of Assembly Concurrent Resolution 83 (1984)</i> Report 88-6, February 1988
	<i>Progress in Facilitating the Transfer of Community College EOPS Students A Report to the Legislature and Governor in Response to Assembly Bill 1114 (Chapter 1586, Statutes of 1985)</i> Report 86-13, April 1986	<i>Toward Educational Equity Progress in Implementing the Goals of Assembly Concurrent Resolution 83 of 1984 A Report to the Legislature in Response to Assembly Bill 101 (Chapter 574, Statutes of 1987)</i> Report 89-3, January 1989
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	<i>Services for Students with Disabilities in California Public Higher Education A Report to the Legislature in Response to Supplemental Language in the 1982-83 Budget Act</i> Report 83-15 March 1983	<i>Expanding Educational Opportunities for Students with Disabilities A Report to the Governor and Legislature by the Intersegmental Planning Committee on Assembly Concurrent Resolution 3</i> Report 86-38, December 1986
	<i>Analysis of Comments on the January Draft of Services for Students with Disabilities in California Public Higher Education</i> Report 83-19, April 1983	<i>Comments on the Community Colleges' Study of Students with Learning Disabilities A Report to the Legislature in Response to Supplemental Report Language to the 1988 State Budget Act</i> Report 89-5, January 1989
	<i>Comments from the Community Working Pa-</i>	

	<i>Services for Students with Disabilities in California Public Higher Education, 1990 The First in a Series of Biennial Reports to the Governor and Legislature in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987) Report 90-15, April 1990</i>	<i>Services for Students with Disabilities in California Public Higher Education, 1992 The Second in a Series of Biennial Reports to the Governor and Legislature in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987) Report 92-21, August 1992</i>
Assessments of campus climate	<p><i>Toward an Understanding of Campus Climate A Report to the Legislature in Response to Assembly Bill 4071 (Chapter 690, Statutes of 1988) Report 90-19, June 1990</i></p> <p><i>Assessing Campus Climate Feasibility of</i></p>	<p><i>Developing an Educational Equity Assessment System Report 92-2, January 1992</i></p> <p><i>Resource Guide for Assessing Campus Climate Report 92-24, August 1992</i></p>
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Review of the Commission's role in achieving the State's educational equity goals	<i>The Role of the California Postsecondary Education Commission in Achieving Educational Equity in California The Report of the Commission's Special Committee on Educational Equity, Cruz Reynoso, Chair Report 88-31, September 1988</i>	<i>The Role of the Commission in Achieving Educational Equity A Declaration of Policy Report 88-42, December 1988</i>
Preparation for access to and success in college	<p><i>Transforming Data into Information Improving Student Performance Reporting Report 86-22, June 1986</i></p> <p><i>Improving Student Performance Reporting Review and Epilogue The Final Report of the Commission's Project on Transforming Student Academic Performance Data into Useful Information Report 87-37, September 1987</i></p>	<p><i>Expanding Information and Outreach Efforts to Increase College Preparation A Report to the Legislature and the Governor in Response to Assembly Concurrent Resolution 133 (Chapter 72, Statutes of 1988) Report 90-18, June 1990</i></p> <p><i>California Colleges and Universities, 1990 A Guide to Degree-Granting Institutions and to Their Degree and Certificate Programs Report 89-32, December 1989</i></p>

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Progress of the California Academic Partnership Program A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984) Report 85-41, December 1985

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Overseeing the Heart of the Enterprise The Commission's Thirteenth Annual Report on Program Projection, Approval, and Review Activities, 1987-88 Report 89-25, September 1989

Academic Program Evaluation in California, 1988-89 The Commission's Fourteenth Annual Report on Program Planning, Approval, and Review Activities Report 90-17, June 1990

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of institutional
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of institutions**

Commission Comments on Proposed Standards for Authorization of Private Postsecondary Educational Institutions A Review for the Legislature of the Report of the Special Committee of the Council for Private Postsecondary Educational Institutions Pursuant to Section 94304.5 of the Educational Code Report 83-6, January 1983

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Recommendations for Revising the Private Postsecondary Education Act of 1977 A Report to the Legislature and Governor on Needed Improvements in State Oversight of Privately Supported Postsecondary Education Report 89-18, April 1989

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Public Policy, Accreditation, and State Approval in California State Reliance on Non-Governmental Accrediting Agencies and on State Recognition of Postsecondary Institutions to Serve the Public Interest Report 84-28, July 1984

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Using Instructional Media Beyond Campus Report 79-10, August 1979

Linking Californians to Learning Next Steps for Telecommunications in California Postsecondary Education Report 81-28, November 1981

Education Offered via Telecommunications Trends, Issues, and State-level problems in Instructional Technology for Colleges and Universities Report 87-49, December 1987

Telecommunications and the Future of Education Directions for Progress A Report of the California Postsecondary Education Commission's Policy Task Force on Educational Technology Report 89-27, September 1989

State Policy on Technology for Distance Learning Recommendations to the Legislature and the Governor in Response to Senate Bill 1202 (Chapter 1038, Statutes of 1989) Report 91-7, April 1991

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of February 1995, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*
C. Thomas Dean, Long Beach
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
Jeffrey I. Marston, San Diego
Guillermo Rodriguez, Jr., San Francisco,
Vice Chair

Melinda G. Wilson, Torrance
Linda J. Wong, Los Angeles
Ellen F. Wright, Saratoga

Representatives of the segments are

Roy T. Brophy, Fair Oaks, appointed by the Regents of the University of California,
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,
Alice Petrossian, Glendale, appointed by the Board of Governors of the California Community Colleges,
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University, and
Kyhl Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and
vacant, representing the Council for Private Postsecondary and Vocational Education

The two student representatives are
Stephen Leshner, Meadow Vista
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933 or Calnet 485-7933, FAX (916) 327-4417.

Commission Activities and Concerns of the Past Decade

Commission Report 93-19



ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include

- 93-6 *The Master Plan, Then and Now Policies of the 1960-1975 Master Plan for Higher Education in Light of 1993 Realities* (April 1993)
- 93-7 *The Restructuring of California's Financial Aid Programs and Its Short-Term Aid Policy Recommendations of the California Postsecondary Education Commission* (April 1993)
- 93-8 *Undergraduate Student Charges and Short-Term Financial Aid Policies at California's Public Universities Recommendations of the California Postsecondary Education Commission* (April 1993)
- 93-9 *A New Policy on Undergraduate Student Charges at California's Public Universities Recommendations of the California Postsecondary Education Commission* (June 1993)
- 93-10 *A Dream Deferred California's Waning Higher Education Opportunities A Statement by the California Postsecondary Education Commission* (June 1993)
- 93-11 *Student Fees and Fee Policy at the California Maritime Academy A Report to the Governor and Legislature in Response to Supplemental Report Language of the 1992 Budget Act* (June 1993)
- 93-12 *Proposed Establishment of the Vacaville Higher Education Center of the Solano County Community College District A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1993)
- 93-13 *Major Gains and Losses, 1986-87 to 1991-92 A Report on Shifts in the Popularity of Various Academic Disciplines as Fields of Study at California's Public Universities* (June 1993)
- 93-14 *Fiscal Profiles, 1993 The Third in a Series of Factbooks About the Financing of California Higher Education* (July 1993)
- 93-15 *Student and Staff Satisfaction with Programs for Students with Disabilities Comments by the California Postsecondary Education Commission on Reports Prepared by California's Public Systems of Higher Education in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987)* (September 1993)
- 93-16 *Proposed Construction of the Madera County Educational Center in the State Center Community College District A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (September 1993)
- 93-17 *Faculty Salaries in California's Community Colleges, 1992-93 A Report to the Legislature and the Governor in Response to Supplemental Report Language for the 1979 Budget Act* (September 1993)
- 93-18 *Appropriations in the 1993-94 State Budget for Higher Education A Staff Report to the California Postsecondary Education Commission* (September 1993)
- 93-19 *Commission Activities and Concerns of the Past Decade A Retrospective of Issues Confronting California Higher Education Between 1983 and 1993* (September 1993)